

## **Inequalities in Education System of South Asia: A Comparative Study of Indian States**

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**Abstract:** Inclusive development of any country depends on many factors of development. These factors lead a developing - country towards developed-country with a faster rate. Education is one of the top most factors of overall development of a country. India is a developing country and required faster rate of development, which needs a better education system all over the country since elementary level of education. India is a vast country having 28 States and 9 Union Territories. All these states are having wide educational disparity. The educational disparity is may be due to unequal distribution of academic resources, including but not limited to; school funding, qualified and experienced teachers, books, and technologies to socially excluded communities. For these reasons, equality is widely promoted unequal educational outcomes are attributed to several variables, including family of origin, gender, and social class. Achievement, earnings, and political participation also contribute to educational inequality state-to-state.

This study based on inter-state disparity in terms of the educational and economic factors like- Literacy Rate, Educational Institutions, Gross Enrolment Ratio, Pupil-Teacher Ratio, Dropout Rate, Expenditure on Education, Per Capita Income, Employment/ Unemployment Rate, Poverty and standard of living. The poor educational quality within fragile states is believed to be a result of four main challenges. These challenges include coordination gaps between the governmental actors, the policy maker's low priority on educational policy, limited financing and lack of educational quality. This study tries to find out the causes and their remedies of disparity among South Asian states of India. These South Asian States are Kerala, which is educationally best state and Bihar, which is the educationally most backward state of the country.

**Key Word:** Inter- State Disparities, Educational Inequality, Dropout Rate, Pupil Teacher Ratio, Per Capita Income, Gross Enrolment Ratio and South Asian States

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### **I. INTRODUCTION**

In our national perception education is essential for all. This is fundamental to our all-round development. India is having 29 states and 7 Union Territories. All these states are having wide educational disparities in quality of education, literacy rate, dropout rate, pupil teacher ratio and infrastructural facilities etc. The reality is that the schooling systems do not function proper way. Equal opportunities are non-existent and a student from a low-income background has no choice but to attend the nearest government school. This means that there should be adequate opportunity, and equal opportunity for all students to get the education they deserve. No student should have to compromise on the quality of education they receive. No student should be denied entry into a school of his/her choice for want of funds. All it requires is agreement with the idea that no child should be denied a good education, just because he/she has been born to parents who cannot afford to pay for a better education.<sup>1</sup> According to RTE Act 2009, every child has the right to get the equal education. At the same time much of our state governments are not acting on this act seriously and are not employing it according to norms. So the disparity of education, which is prevailing between South Asian States are widening. It is utmost necessary to resolve this problem. The highest level of disparities may be assessed by taking two states those are having a huge gap among them, like Kerala on the one side which is a model state and other is Bihar, the most educationally backward state of the country. Kerala is a small state in the South Western coast of India, has been different from the rest of the country in many ways for the last few decades.

Kerala for instance, the highest literacy rate among all states, and was declared the first fully literate state about a decade back. According to census 2011, overall literacy rate in Kerala was 93.91 per cent were

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<sup>1</sup> Per-child funding model for financing school education in India, Centre for Civil Society, 31 Aug 2015

male was 96.02 per cent and female was 91.98 per cent. Government policies also have been very different from the rest of the country, leading to the development model followed in Kerala, with high expenditure in education and welfare, coming to be known as the “Kerala Model” among economists. Kerala was also the first state in the country to introduce Information Technology as a subject of study at the High School level. It was started in class 8 with the textbook introducing Microsoft Windows and Microsoft Office. The initiative taken by Kerala is now influencing other states and even the policies of the Government of India. On the other hand, Bihar has low literacy rate state of the country – by proportion – than any Indian state however, literacy rose 14.8 percentage points over a decade to 2011, even than there is a crisis in Bihar’s primary education system. Bihar is India’s third-most populous state, with 99 million people; its literacy rate was 63.82 per cent. Where male was 73.39 per cent and female was 53.33 per cent, is the country’s lowest literacy rate.<sup>2</sup> Reading levels in Bihar government primary schools declined over five years and improved in private schools, according to the Annual Status of Education Report–Trends Over Time Report (2006-14); not an encouraging sign, since 90% of all Bihar schools are run by the government.

In Bihar, Gross Enrollment Ratio (GER) at primary level was 107.7 per cent and upper primary level was 107.9 per cent in the year 2015-16, while in Kerala, the GER at primary level was 95.4 per cent and it was found same in upper primary level. In Bihar, Pupil Teacher Ratio (PTR) at primary level was 36:1 and upper primary level was 24:1. On the other hand PTR was 18:1 at primary level in Kerala and was 14:1 at upper primary level. It indicates that a single teacher at primary level and upper primary level is teaching a genuine number of students in Kerala, while in Bihar a high number of students has been taught by a single teacher both at primary and upper primary level.<sup>3</sup> In India, the Dropout rate in class I to VIII is 40.8 per cent. Which is a matter of utmost concern and research. If we talking about our sampled states namely Bihar, classes I – VIII the dropout rate among boys is higher as compare to girls, On the other side in Kerala state- there is a no dropouts students in all categories. Overall in India, on the basis of caste-wise the dropout rate is highest in Scheduled Tribe (65.9 %) as compare to schedule caste (55.3 %). While in our sample states, the dropout rate in Bihar is much higher as compare to Kerala.<sup>4</sup> These Inter-state Disparities in Education System creates hindrances in inclusive development of the country and must be control by making a comparative study of such educational developed state like Kerala and educationally backward state like Bihar. This study attempt in the same direction.

## II. OBJECTIVES OF THE STUDY

1. To find out and analyze the causes of Inter-state disparity in education at elementary level in India.
2. To analyze government expenditure made on education in both the states.
3. To find out and analyze the economic related indicators; i.e. Per Capita Income, Monthly Income of both the simple states.
4. To analyze the relationship between investments made on education and quality of education.
5. To analyze educational related indicators; i.e. Gross Enrolment Ratio, Dropout Rate, etc.
6. To analyze the educational policy and political wish on education system of both sample states.
7. To suggest some policy measure to remove educational disparity among Indian States in education system.

## III. RESEARCH METHODOLOGY

This study based on secondary data and information from two South Asian States of India, i.e. Bihar and Kerala States. This study would be based on analytical as well as empirical methods of research. The data regarding Literacy Rate, Number of Schools, Gross Enrolment Ratio, Pupil-Teacher Ratio, Dropout Rate, Expenditure on Education, Per Capita Income, Employment/ Unemployment Rate and Poverty.

**Statistical Tools:** To calculate gross enrolment ratio, dropout ratio and per capita income following tools would be used:

t

E<sub>i</sub>, a

(i) **Gross Enrolment Ratio (GER)** = -----x100

t

Pa

Whereas:

E<sub>i</sub> = Enrolment at school level

<sup>2</sup> Census, 2011

<sup>3</sup> School Education in India, U-DISE 2015-16 (Provisional)

<sup>4</sup> Statistics of School’s Education (As on 30<sup>th</sup> Sep. 2011-12) MHRD, Monitoring & Statistics, New- Delhi

Pa = Population  
 t = (Time (Year of enrolment))

$$(ii) \text{ Net Enrolment Ratio (NER)} = \frac{\text{Enrolment, Grades I-V/ 6-11 age group}}{\text{Population of age 6-11 years}} \times 100$$

$$(iii) \text{ Dropout Rate (d)} = \frac{D}{E} \times 100$$

$\frac{D}{E}$   
 t                      g  
 g                      t

(d) = Number of student's dropping out from Grade 'g' in year 't'  
 g  
 t  
 d= Dropout Rate  
 g= Grade or class  
 t= Year

D= Dropout  
 E= Enrolment

$$(iv) \text{ Pupil – Teacher Ratio (PTR)} = \frac{\text{Total enrolment in schools of primary category}}{\text{Total teachers in schools of primary category}}$$

$$(v) \text{ Per Capita Income (PCI)} = \frac{\text{Total personal income}}{\text{Total population}} \times 100$$

$$(vi) \text{ Unemployment Rate} = \frac{\text{No. of Unemployed persons}}{\text{Unemployed persons + Employed persons}} \times 100$$

(Which is equivalent to the Civilian Labour Force)

$$(vii) \text{ Employment Rate} = \frac{\text{No. of employed persons}}{\text{Employed persons + Unemployed persons}} \times 100$$

(Which is equivalent to the Civilian Labour Force)

#### IV. REVIEW OF LITERATURE

Temple (2000) examined the importance of education on economic growth. Moreover, he emphasized that the education has central role in the developments of different sectors of economy. However, good quality of education for all-children of our country is compulsory by the Act 2009, in our country up to the age group of 6 to 14 years through SarvaShikshaAbhiyan (SSA), in which provide free education including mid-day meal, uniform and free books etc. is a tremendous afford make by the government of India but the thing is that Inter-state disparity in education is still there despite of poverty all over the country.

Kerr (2001) explained the importance or the education in generating economic growth in his paper. In designing education policy, the issue is not through which this policy will implemented, the issue is the policies should reflect best advances the country's economic and social goals. However, it is also important that all sort of facility should be provided to each student equally all over the country in view of inclusive economic development of the country.

Lattimore (2002) revealed a strong link between education and economic growth for New Zealand

during (1952-2002). By adopting the education policies and making more investment in education sector has increased the GDP growth rate by six percent in New Zealand. This model also required to adopting in India with the implementation of strict monitoring and evaluation.

Stevens and Weale (2003) determined a relationship between education and economic growth through the parameters of the inefficiency model. However, at macro level study showed the similar percentage of returns ranged from 6-12 percent per annum. Teles and P. Andrade (2004) conclude that basic education affects agents' decisions over their lifetime, and that the significance of the relation between public spending on education and economic growth is altered by changes in the composition of government spending with regard to basic and higher education. These studies do not elaborate any kind of disparity in education neither at State level nor at district level. However, this disparity is prevailing all over the world, which is a root cause of slow growth of a developing country like India.

Richard Rothstein's (2004), shows that poverty is strongly related to everything from the child's physical development to the family's ability to stay in a neighborhood long enough so that a school might have an effect on the student. He argues that it is unrealistic to expect to change schools in any deep way without dealing with some of the issues that arise with poverty. But he has not given any suggestion to remove poverty from the society, while as a matter of fact education it self is the biggest factor, which can remove poverty.

Babatunde and Adefabi (2005) explained the long run relationship between education and economic growth for Nigeria during 1970 to 2003. Results through vector error correction revealed that a well-educated labor force significantly influenced on economic growth both as a factor in the production function and through total factor productivity. Papademos (2007) viewed that education can further contribute with the implementation of necessary measures to enhance the quantity and quality of education in Europe. Obradovic added that education yield could be defined as a discrepancy between the increase in wage that one worker receives and the bases of one year of schooling compared to others.

All these studies revealed that there is a direct relationship between economic development and education. But a faster rate of economic development and inclusive development is necessary for a developing country like ours. To study inter-states disparities particularly in education and find out the causes of disparities and their remedies is utmost importance especially in case of India.

## V. DATA ANALYSIS

Table 1, Shows the population of India including the population of two sample states namely- Bihar and Kerala. We may observe that after independence the population increased at a very high level over a period of sixty years (1951 to 2011). Population wise there is a wide variation in these two states; Bihar is the highest populated area as compare to Kerala, but overall the population of our country increased over a period of six decade at a faster rate.

**Table- 1:** Population in thousands (1951-2011)

States/ India	1951	1961	1971	1981	1991	2001	2011
Bihar	29085	34841	42126	52303	64531	82999	104099
Kerala	13549	16904	21347	25454	29099	31841	33406
India	361088	439235	548160	683329	846421	1028737	1210855

Source: Economic survey 2016-17, volume 2, p. A149

The state-wise literacy rates and decadal difference by Sex for the year (2001 and 2011) of Kerala and Bihar states has been given in Table-2. There is still exists a wide variation in literacy rates across these two states of India. The total literacy rate varies from 61.8 in Bihar to 94.0 in Kerala. Whereas literacy rate for male, was 59.68 per cent in the year 2001 in Bihar and rose to 73.39 per cent in 2011. On the other side Kerala was having 94.24 per cent literacy rate among male in the year 2001 and further increased to 96.02 per cent in 2011. Among female this literacy rate was 33.12 per cent in Bihar in the year 2001, which rose to 53.33 per cent in the year 2011. On the other side Kerala was having 87.72 per cent literacy rate among female in the year 2001 and further increased to 91.98 per cent in 2011. A big gender gap in literacy rate is also exists in these sample states. There is a wide disparity between Bihar and Kerala's education states.

**Table- 2:** Literacy Rates and Decadal Difference by Sex (2001-2011)

States/ India	2001		Gap in literacy rate	2011		Gap in literacy rate
	Males	Females		Males	Females	
Bihar	59.68	33.12	26.56	73.39	53.33	20.06
Kerala	94.24	87.72	6.52	96.02	91.98	4.04
India	75.26	53.67	21.59	82.14	65.46	16.68

Source: Census, 2001-2011

Table-3 shows the literacy rates in India according to economic survey 1951 to 2011. It is clearly depicted that after independent, literacy rates have been increased in both Kerala and Bihar states but Kerala become highly literate state of India and Bihar is lowest literate state in India.

**Table- 3: Literacy Rates (1951-2011)**

States/ India	1951	1961	1971	1981	1991	2001	2011
Bihar	13.5	22.0	23.2	32.3	37.5	47.0	61.8
Kerala	47.2	55.1	69.8	78.9	89.8	90.9	94.0
India	18.3	28.3	34.5	43.6	52.2	64.8	73.0

Source: Economic survey 2016-17, volume 2.

Table-4 depicts that the performance of enrollment the states Kerala and Bihar is quite impressive. At primary level, most of the states have achieved 100 percent enrolment. In Bihar, the poor performer in literacy rate, recorded the gross enrolment ratio of 107.7, while Kerala, the best literacy performer, recorded the gross enrolment ratio of 95.4 at primary level. At upper primary level, in India the GER is 92.8, while Bihar is highly enrolled states (107.9) as compare to Kerala (95.4). At secondary level, in India the GER is 80.0, in Kerala the GER is 102.4 while in Bihar GER is 78.4. It means that dropout rate is highest in Bihar at class I to X as compare to Kerala. Normally, it has been found that the number of students reaching classes I to X in Kerala is high. However, despite having a higher enrollment in class I in Bihar, the number of students reaching to class X remain very less. Table-4 also shows the pupil-teacher ratio in 2015-16. It has been observed that the pupil-teacher ratio is 36 in Bihar and 18 in Kerala, at primary level. The situation at other levels, like- upper primary and secondary was not having much difference. It indicates the need of recruiting more teachers for qualitative improvement in education.

**Table- 4: Education related indicator (2015-16)**

Particulars	Bihar	Kerala	Total
GER (I – V Class)	107.7	95.4	99.2
GER (VI – VIII Class)	107.9	95.4	92.8
GER (IX – X Class)	78.4	102.4	80.0
PTR (Primary Level)	36	18	23
PTR (Upper Primary Level)	24	14	17
PTR (High School)	66	17	27

Source: School Education in India, U-DISE 2015-16 (Provisional)

Table-5 indicates the number of recognized educational institutions in India and sampled states (Bihar and Kerala) during 2015-16. It has been observed from the table that educational institution is not uniform across the country; it varies from state to state and district to district. It is clearly depicted that the number of primary, upper primary, secondary, senior secondary and universities is higher in Bihar state as compare to Kerala. But if we talk about colleges, Technical education (polytechnics), PGDM, Nursing, teachers training and institute under ministries is higher in Kerala as compare to Bihar state.

However, these states are showing good performance in the growth of educational institutions and gross enrolment ratio but they still come under the educationally backward states. The reason of high growth of educational institutions may be quantitative expansion of educational institutions by private enterprises but this quantitative expansion is deteriorating the quality of education in these states. And the reason of high gross enrolment ratio in these states may be the enrolment of underage and overage children and secondly after getting enrolled in the schools may leave the school before completing even primary level of education (case of drop-out).

**Table- 5: Number of Recognized Educational Institutions (2015-16)**

Particulars	Bihar	Kerala	India
Only Primary Schools	43405	8428	840546
Upper Primary Schools	33204	4020	429624
High/ Sec. Schools	3701	1733	139539
Intermediate/ Sr. Sec. Schools	3926	2949	112637
Colleges	744	1302	39071
Universities/ Universities Level Institutions	22	20	799
Technical Education (Polytechnics)	29	79	3867

PGDM	4	8	435
Nursing	80	233	3060
Teacher training	44	273	4403
Institute Under Ministries	3	7	158

Source: Economic survey 2016-17, volume 2.

Table-6 shows the gender and class- wise dropout rates from class 1 to 10 in all categories in India and two selected states namely- Bihar and Kerala. Even after 100 percent enrollment, the condition of Dropout in India is also very high. In India, the Dropout rate in class I to X is 50.3 per cent. Which is a matter of utmost concern and research. If we talking about our sampled states namely Bihar, classes I – VIII the dropout rate among boys is higher as compare to girls, but in classes I – X the situation is revers. On the other side in Kerala state- there is a no dropouts students in all categories. It is a good sign for improvement in economy as well as country.

**Table-6:** Dropout rates in all categories

States/ India	Class I-V			Class I-VIII			Class I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bihar	38.0	30.7	34.8	58.6	51.1	55.5	70.8	71.9	71.3
Kerala	-	-	-	-	-	-	-	-	-
India	23.4	21.0	22.3	41.5	40.0	40.8	48.6	52.2	50.3

Source: Statistics of school education 2011-12 (As on 30<sup>th</sup> Sep. 2011), GOI, MHRD, Monitoring & Statistics, New Delhi.

Note: (-) in the Drop out rate indicates, either there is no SC/ ST in the respective states/ UT or it is negative.

Table-7 depicts gender- wise and caste- wise (SC and ST) dropout rates in India and selected states Bihar and Kerala. Overall in India, on the basis of caste-wise the dropout rate is highest in Scheduled Tribe (65.9) as compare to schedule caste (55.3). While in our sample states, the dropout rate in Bihar is much higher as compare to Kerala.

**Table-7:** Dropout rates in Class I-X

States/ India	Schedule Caste			Schedule Tribe		
	Boys	Girls	Total	Boys	Girls	Total
Bihar	80.5	81.1	80.7	65.8	63.7	65.0
Kerala	6.0	2.2	4.1	34.3	25.3	30.0
India	55.0	55.6	55.3	64.4	67.6	65.9

Source: Statistics of school education 2011-12 (As on 30<sup>th</sup> Sep. 2011), GOI, MHRD, Monitoring & Statistics, New Delhi.

Note: (-) in the Drop out rate indicates, either there is no SC/ ST in the respective states/ UT or it is negative.

Table-8 presents, the expenditure on education for the year 2018-19 in Bihar and Kerala states. It can be observed from the table that Bihar is expanding the higher budget on education as compare to Kerala. Even after spending more money on education in Bihar year by year, the literacy rate is lower as compare to Kerala and dropout rate is higher. Even after that spending more money on education Bihar is an educationally backward state in our country. However, the percentage of GDP expand on the education sector in almost all the states, it also not uniforms across the states. The states performing well in literacy rate are receiving low GDP as compare to the poor performing states. This shows that the states receiving high GDP may not utilizing the money in the right way- when and where it is required and remain poor performing states.

**Table- 8:** Education expenditure for Bihar and Kerala Budget 2018-19(Rs. crore)

Education expenditure for Bihar Budget		Education, Sports, Art and Culture expenditure for Kerala Budget	
2016-17 (Actuals)	19508	2016-17 (Actuals)	17574
2017-18 (Revised)	25642	2017-18 (Revised)	19182
2018-19 (Budgeted)	32126	2018-19 (Budgeted)	20889
% Change from	25%	% Change from	8.9%

RE 2017-18 to BE 2018-19		RE 2017-18 to BE 2018-19	
Budget provisions for 2018-19	<ul style="list-style-type: none"> <li>▪ Rs. 14039 crore has been allocated towards the SSA</li> <li>▪ Rs. 2171 crore has been allocated towards the Midday Meal Scheme.</li> <li>▪ Rs. 4527 crore has been allocated for support to universities.</li> </ul>	Budget provisions for 2018-19	<ul style="list-style-type: none"> <li>▪ Rs. 970 crore will be spent on school education approximately Rs. 320 crore will be spent on mid- day meal programmes.</li> <li>▪ Rs. 290 crore, is expected to be spent on secondary education under the RashtriyaMadhyamikShikshaAbhiyan.</li> <li>Rs. 106 crore will be spent on higher secondary education.</li> </ul>

Source: Bihar and Kerala Budget Documents 2018- 19; PRS.

Note: All amounts are net numbers. RE- revised estimate, BE- budgeted estimate.

Table-9 indicates that number of employed persons in the age group of 15 and above. The number of distribution of per 1000 households was found that the number of employed by 1 family member, 463 in Kerala and 553 in Bihar. Number of two people working in families is 300 in Kerala and 271 in Bihar. It is also clearly depicted that the number of employed family members are higher in Bihar as compare to Kerala.

**Table-9:** Per 1000 distribution of household by number of employed persons aged 15 years & above

States/ India	None	1 Person	2 Persons	3 Persons	4 & above Persons
Bihar	27	553	271	101	49
Kerala	132	463	300	81	25
India	51	484	306	107	52

Source: Fifth annual employment- unemployment survey (2015-16), Vol. I.

Table-10 indicates that the per 1000 distribution of household by number of wage/ salaried persons in the age group of 15 years & above. According to the data given in this table shows that per 1000 of the household whether 1 person, 2 persons and 3 persons are getting more salaries in Kerala rather than Bihar.

**Table-10:** Per 1000 distribution of household by number of wage/ salaried persons aged 15 years & above

States/ India	None	1 Person	2 Persons	3 Persons
Bihar	868	110	19	3
Kerala	714	217	60	8
India	773	182	38	7

Source: Fifth annual employment- unemployment survey (2015-16), Vol. I.

One of the most important indicators of regional imbalance and disparity among the different states of India are the differences in state per capita income. The average monthly income of per household in Bihar is around ten thousand, i.e. the number of people who get ten thousand rupees are high. And in Kerala, the number of average monthly income is more than ten thousand to one lakh Table-11.

**Table-11:** Per 1000 distribution of household by average monthly earnings

States/ India	Code 1	Code 2	Code 3	Code 4	Code 5	Code 6	Code 7
Bihar	225	323	250	147	49	5	1
Kerala	101	150	223	311	171	40	5
India	221	254	201	196	108	18	2

Note: Upto Rs. 5000 – 1, Rs. 5001 to 7500 – 2, Rs. 7501 to 10000 – 3, Rs. 10001 to 20000 – 4, Rs. 20001 to 50000 – 5, Rs. 50001 to 100000 – 6, Above Rs. 100000 – 7.

Source: Fifth annual employment- unemployment survey (2015-16), Vol. I.

Table-12 shows gender- wise unemployed persons in the age group of 15 years and above in Bihar, Kerala and in India. It has found that unemployed persons among Male in Bihar were higher as compare to Kerala. On the other side the condition of female unemployment is reverse i.e. unemployment among female

in Kerala is higher than that of Bihar state. Transgender unemployment cannot be compare as the data of transgender is not be given in the case of Bihar. The total number of unemployed transgender were 361 in Kerala.

**Table-12:** Unemployment (Per 1000) for persons aged 15 years & above

States/ India	Male	Female	Transgender	Total
Bihar	57	79	-	60
Kerala	41	300	361	125
India	40	87	43	50

Source: Fifth annual employment- unemployment survey (2015-16), Vol. I, report, government of india, ministry of labour & employment, labour bureau, chandigarh.

Table-13 depicted the area- wise (rural and urban) unemployment rate in Bihar and Kerala state. As for as unemployment rate in both the states is concern it has been found that overall unemployment rate which was 10.6 in Kerala is higher as compare to 4.4 in Bihar. The same sort of position is also found in both rural and urban areas of these states.

**Table- 13:** Unemployment Rate 2015- 16 aged 15 years & above

States/ India	Rural	Urban	Total
Bihar	4.2	6.2	4.4
Kerala	10.2	11.0	10.6
India	3.4	4.4	3.7

Source: 5<sup>th</sup> EUS 2015-16 (Labour Bureau), WPR (Worker participation Rate) and employment rate are based on usual principal & subsidiary status (UPSS)

Table-14 is showing the population below poverty line in India and selected states Bihar and Kerala. In Bihar, 33.74 per cent of the people are living below poverty line and this percentage in Kerala was 7.05 per cent. It means that Bihar is a poorer state as compare to Kerala. Below Poverty Line is an economic benchmark used by the government of India to indicate economic disadvantage and to identify individuals and households in need of government assistance and aid. It is determined using various parameters that vary from state to state and within states. Criteria are different for the rural and urban areas. In Kerala there are nine parameters. Families, which lack access to four or more parameters, are classified as BPL.

**Table- 14:** Population Below Poverty Line in India

States/ India	Number of persons (thousands)	% of people below poverty line
Bihar	35815	33.74
Kerala	2395	7.05
India	269783	21.92

Source: Table 162, RBI, (2013) Planning Commission, GOI.

## VI. SUMMARY AND SUGGESTIONS

In India, Inter-state education disparity is a big problem, which has been observed in two states of the country in this paper i.e. Kerala and Bihar. It has been observed that the gross enrolment ratio among these two states are very much similar and satisfactory but the dropout students in Bihar state is very high while dropout students are negligible in Kerala state. Bihar is highly populated state as compare to Kerala state but educational facilities such as the number of primary, upper primary, secondary, senior secondary and universities are higher in Bihar state as compare to Kerala but the colleges, Technical education (polytechnics), PGDM, Nursing, teachers training and institute under ministries is higher education in Kerala are higher as compare to Bihar state. Bihar is expanding the higher budget on education as compare to Kerala. Even after spending more money on education in Bihar year by year, the literacy rate is lower as compare to Kerala and dropout rate is higher.

To improve the quality of education the following measures must be consider strictly by the Ministry of Education, State Government and Education Authorities at district level: -

1. On the top Political will and wish plays an important role for the development of education system in any state or any part of the country. Education Ministry in the states like Bihar must be more attentive towards the improvement of education system in their state.
2. However, gross enrolment of the students is satisfactory but dropout rate of students is very high in Bihar state. It is immediately required to check dropout problem in the comparatively educationally backward states like Bihar where dropout rate is very high.



3. More technical institutions are required in such states, as to attract students to reach up to the technical education level so that they can be hopeful to get a job after completing their education as happening in Kerala.
4. There is a direct relation between investment on education and quality of education. However, it has been found that state budget of education is sufficient in Bihar but utilization of budget is an issue.
5. The proper utilization of the educational budget is very necessary and must be audited and should be monitor by some third party like autonomous body.
6. Also, the quality of education must be checked through some research institution of education.
7. Teachers must be well trained in their field of teaching. To trained teachers, more teachers' training centers are required in the state of Bihar.

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